



The Malaika Foundation

building bridges to the world for Nebraska's Children

Immigration Changes the Complexion of Nebraska

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Doing Business Beyond the Heartland

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The World Is Flat

Contrary to what Columbus discovered, the world is turning out to be flat. No, this isn't a lesson in history, nor an example of geographic illiteracy.

Geographic Literacy

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"It's about jobs..."

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Losing the Edge?

Are our state's children prepared for life in a smaller, flatter world? Many states are taking positive action to ready their youth to face a new world.

Malaika Foundation

The mission of the Malaika Foundation is to help Nebraska children learn about the world's cultures.

Immigration Changes the Complexion of Nebraska

Although O'Neill may claim to be the Irish Capital of Nebraska, Wisner competes with its own St. Patrick's Day celebration, and Wilbur claims to be the Czech Capital, they like other communities have seen the composition of their communities change in recent years with the influx of immigrants. Nebraska had the greatest increase in foreign-born persons in

the last decade than any other Midwestern state

The 2000 Census found the 57.8% of the foreign-born population had arrived in the state during the previous 10 years. This is much higher than the national average of 43.7% increase in foreign-born population.

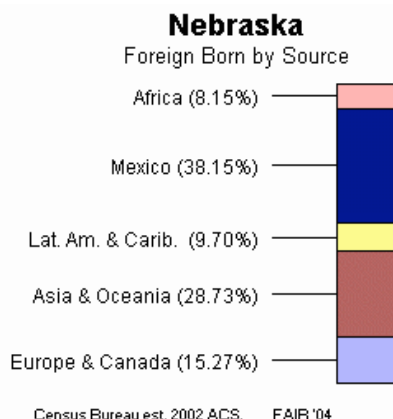
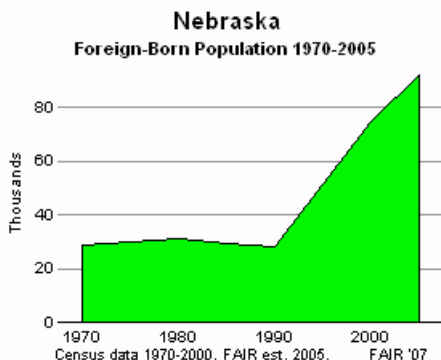
Immigration growth accounted for 46% of the total increase in the state's population during 2000-2006.

Immigration is Diverse

The influx of population to Nebraska has been predominately from Mexico and Central America. However, Nebraska has also been the settling location of people from other areas as indicated on the following graph.

Immigrants entering the workforce and students entering schools offer an array of native languages. A survey of Nebraska homes indicate many languages are spoken.

Language Spoken at Home for the Population 5 Years and Over_American Community Survey (2004)	
Spanish	77,655
German	8,865
Vietnamese	5,960
French	3,625
Czech	3,295
Chinese	2,120
Arabic	1,630
Russian	1,560
Italian	1,420
Polish	1,420



This phenomenon has created challenges for those communities, businesses, and schools. The Nebraskan state and local governments, as well as school districts have been quick to respond to the demographic changes according to Professor Lourdes Goeveia, director of Latino/Latin Studies at the University of Nebraska at Omaha. She says since the private sector has been more reticent to reach out to the immigrant community, it is critical to find ways to include the immigrant families into the community. She recommends a more proactive involvement on the part of Nebraska's

leaders to integrate the immigrant population to its local institutions.

Doing Business Beyond the Heartland

As Dorothy said, "We're not in Kansas any more, Toto." Neither can Nebraska businesses claim that they only serve the Heartland. Nebraska businesses, large and small, are serving a global community.

Nebraska's business look to the world to buy their products. One of every eleven employees in the state have jobs that are connected to the global economy. One in seven manufacturing jobs within the state is dependent on world trade. The statistics are from the Nebraska Department of Economic Development show that

In 2005 1,123 companies exported goods. Interestingly, 78% of those companies were small and medium sized enterprises with fewer than 500 employees. These small businesses accounted for over one third of the total exports from the state.

Nebraska industries are exporting to a variety of countries. NAFTA (North American Free Trade Agreement) has been beneficial to Nebraska businesses. The two biggest purchasers of Nebraskan goods are Canada and Mexico. Other countries that purchase Nebraska products are China, Australia, the United Kingdom, South Korea, the Netherlands, Belgium, Germany, and Qatar.

Important export products from Nebraska include processed foods, machinery, transportation equipment, and chemical products.

Other countries create jobs for Nebraskans, too. In 2004, foreign-controlled companies account for 7.2% of all the manufacturing jobs in the state.

The World is Flat

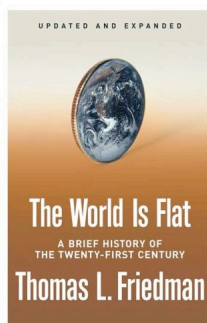
Contrary to what Columbus discovered, the world is turning out to be flat. No, this isn't a lesson in history, nor an example of geographic illiteracy. It means in *The World is Flat*, a book by Thomas L. Friedman, that the world is becoming a level playing field for all nations doing business in the global economy. The global economy and technology have created the power for developing countries to progress by leaps and bounds in their ability to compete globally.

In terms of education the global levelers are the Internet, cell phones, Netscape, and Google. "Never before in the history of the planet have so many people on their own – had the ability to find so much information about so many things and about so many other people," writes Friedman.

The book has definitely stimulated thought. Friedman himself compares the flattening of the world to the launch of Sputnik: It is a giant wake-up call. "Business, education and political leaders are grappling with the question of how to produce workers and citizens who can remain competitive in a world that seems to be shrinking before our very eyes," said Vivien Stewart, Vice President for Education at Asia Society, an institution to educate Americans about Asia.

Friedman's book has given impetus to the international education program whereby state leaders, educators, and business leaders are stressing the importance of international language education starting in the primary schools, and producing future workers who can approach problems with a world view.

Friedman gives hope to those who worry that Globalization will eliminate their own culture. Friedman says the use of new technologies and forms of communication, such as podcasts, Youtube type of web-sites, and text messaging will serve more to preserve and enrich culture than to destroy it.



Geographic Literacy?

Can you find Afghanistan on an outline map? To those up to the challenge, The National Geographic Society offers an on-line version of the 2006 National Geographic-Roper Survey of Geographical Literacy. One can discover his/her own literacy of geography and culture.

The test is located at the following web site: http://www.nationalgeographic.com/roper2006/question_01.html

When the survey was administered to young people between the ages of 18 and 24, they could answer only 54% of the questions correctly. Other findings included:

- Only 37% could find Iraq on a map even though American military have been stationed there since 2003.
- 20% think Africa's largest country, Sudan, is in Asia.
- 48% cannot identify the majority religion of India.
- and 50% could not find New York on a map.

The young people are "unprepared for an increasingly global future was the conclusion drawn by the people at Roper Public Affairs and Media. Far too many lack even the most basic skills for navigating the international economy or understanding the relationships among people and places that provide critical context for world events."

"It's About Jobs!"

"It's about jobs!" was the conclusion drawn by the Wisconsin Governor Jim Doyle, after holding a State-wide International Education Summit in Madison, Wisconsin in January of 2005. Summit attendees understood that Wisconsin children would be at a disadvantage in

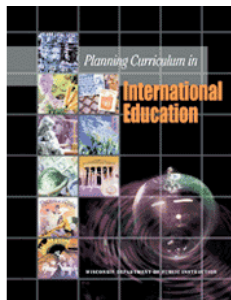
the global marketplace because children in other countries learn two or three languages before they leave secondary education.

Members of the summit defined global literacy and competencies needed for Wisconsin citizens. This topic led to the recognition of the need to increase international language instruction and the need to be knowledgeable about physical and cultural geography.

Another topic pertained to ways to show value of international education. Such things as international internships and exchanges were featured. Another way to show value was the effort shown to have more collaboration between business and the local schools. The summit looked at current models of international education and noted their importance to helping educate students. Connecting to the world through technology was recognized as vital to maintaining a relevant and current educational program.

As a result of this summit, Wisconsin took the lead in internationalizing the state curriculum from pre-kindergarten to grade 12. The evidence of that can be found in the following ways:

- An international education coordinator at the Wisconsin department of Public Instruction.
- A curriculum guide to be used in all schools to integrate international education to all academic disciplines.



- State support for schools building international classrooms by offering state hosted workshops on integrating international education and international languages; and, specialized curricular materials.

- Establishment of cooperative school agreements with schools in France, Germany, Japan and Thailand for student and teachers exchanges.

Elizabeth Burmaster, Superintendent of Public Instruction, features "Global Literacy and Competitiveness" as the first item of her proposed state budget for 2008/2009.



Losing the Edge?

Are Nebraska's children prepared for life in a smaller, flatter world? Many states are taking positive action to ready their youth to face a new world.

Eleven states currently have legislation in motion to add international education as part of the educational package offered by the state funded schools. This includes Nebraska's neighbor Wyoming. The Wyoming Legislature passed a law in 1999 requiring that every child in grades K-2 have the opportunity to learn another language. The Legislature reinforced that mandate by funding the development of a K-6 language program to be piloted in fifty Wyoming elementary schools for five years.

Three of those eleven states passed resolutions to form International Education Advisory Commissions through the state departments of education. Florida has passed a resolution to revamp state standards to reflect global education and include foreign language.

Another four states have legislative proposals dealing with international education and foreign language.

Fifteen states have held summits like the one held in Wisconsin. These summits focus on the global competitiveness of their high school graduates. Two areas of focus seem to be common among the summits: the need for more international language instruction at earlier grade levels, and the need to have students understand the role culture plays in understanding and working with others.

People participating in these summits have been educators, politicians, business leaders, community organizers, and parents.

Ultimately, history will tell if Nebraska workers of the future won or lost the competitive edge. Much depends on its citizens to value international education and to act upon that value.

The Malaika Foundation Is Building Bridges

The Malaika Foundation is helping to add an international dimension to the curriculum of Nebraska schools in many important ways.

The Malaika Foundation was the brain child of Dr. Natalie Hahn. Dr. Hahn has worked in the United Nations for thirty-three years, primarily in Africa. (Malaika means angel in the East African language of Swahili). Her experience and foresight have led her to believe that it is important for students to have a greater understanding of different global cultural traditions in order to create greater harmony and understanding among members of the diverse classrooms, inhabitants of communities, and citizens of other countries.

In order to get teachers help to internationalize their classrooms, the Malaika Foundation has conducted several symposia during the past few years. These symposia offer teachers the opportunity to listen to distinguished guests speak about world affairs, hear presentations about integrating international studies into the curriculum, and gather information about other countries.

Featured speakers have included: Dr. Tom Goutierre, Director of International Studies Department at the University of Lincoln at Omaha, Mora McLean, Africa-America Institute, Dean Jacobs, world traveler and devotee of culture, Deborah Hutton, Director of Educational Outreach at the University of Indiana, and Heidi Roupp, founder of Teachers Without Borders, Inc.

Workshops have included topics on China, Thailand, Saudi Arabia, teacher resources that are free and inexpensive, and methods for teaching international topics.

The symposia have been rated quite high by the past attendees. Teachers have identified a need to branch out to the world community to make sure their students will have the skills for a globalized society.

Past Recipients of the Kenneth Morrison Fellowship for International Travel Gather to Say Thanks



From left to right, Denise Pederson, Keith Neth, Kim Naden, and Tricia Suchsland, handed Mr. Kenneth Morrison a special "Thank You" poster on August 20th, 2007, at the Lochland Country Club in Hastings. A special lunch was provided by Mr. Morrison so that he could meet the recipients of his international travel fellowship.

These middle and high school teachers took advantage of the Kenneth Morrison Fellowship for International Travel to study culture, history, and issues of Thailand, Cambodia, and Mexico. Kim Naden and Cheryl Curtis (not pictured) traveled to Thailand and Cambodia during the summer of 2006. Denise Pedersen and Keith Neth traveled this past July and August. They met with community leaders, traveled to historical sites, and stayed with a Cambodian family.

Tricia Suchsland, a high school Spanish teacher, traveled to Oaxaca, Mexico. There she stayed with a family for three weeks, visited and taught reading at an orphanage, attended a city festival, and worked with street children.

All teachers will use the experience, their bounty of souvenirs, and the myriad of photos to create lessons for their classrooms and

teacher presentations. Every one of the recipients felt that the international experience was a life changing event.

Teachers may apply for a Kenneth Morrison Fellowship for International Travel through the Malaika Foundation.

The Malaika Foundation Thanks Its Partners

The Malaika Foundation is grateful to a number of organizations and individuals who have provided financial support, including the Cooper Foundation, Woods Charitable Fund, Ameritas Life Insurance Corp., Pfizer Pharmaceuticals, Kenneth Morrison, and Jean Armstrong.

Our key partner is the Nebraska Department of Education. Our special appreciation goes to Nebraska Education Commissioner Douglas Christensen and staff for their close collaboration. Thanks to other partners who have facilitated the Symposia on Bringing the World to Your Classroom, including the National Peace Corps Association, College of Education and Human Sciences at the University of Nebraska-Lincoln, the Office of International Education at the University of Nebraska-Kearney, Doane College, the World Food Prize Youth Institute, the Nebraska State Council for the Social Studies, Nebraska Arts Council, and the Geographic Educators of Nebraska.

Opportunities for Teachers

Fellowship Opportunities for Teachers

The Malaika Foundation facilitates opportunities for Nebraska Teachers.

The World Food Prize Global Youth Institute, Des Moines, Iowa, October 2008

Six fellowships are available for Nebraska teacher-and-student teams to attend this Global Youth Institute. First initiated by John Ruan and Norman Borlaug in 1994, students from more than 140 high schools in Iowa and beyond have participated in World Food Prize Foundation youth programs. Each October, during the Norman E. Borlaug International

Symposium, the Youth Institute provides students the opportunity to interact with Nobel and World Food Prize laureates and offers exposure to an array of experts, facilities, and organizations relating to nutrition and food security.

Participants in the Youth Institute are eligible for the Borlaug-Ruan International Internship, which each summer sends select high school students to work with world-renowned scientists at research centers in Africa, Asia, and Latin America. The World Food Prize Foundation also works to educate students about Nobel Peace Prize laureate and World Food Prize founder Dr. Norman E. Borlaug.

More information and application forms are available from Dr. Jason D. Ellis, Agriculture Journalism, 300 Agricultural Hall, P.O. Box 830709, Lincoln, NE, 68583-0709, (402) 472-9782, jellis2@unlnotes.unl.edu.

Kenneth Morrison International Travel Fellowships, Summer 2008

These summer fellowships provide international travel to experience teaching in another country, learn of the culture, and share experiences with other American educators. Previous Nebraska teachers have traveled to Cambodia, Thailand, and Mexico. Applications for the Morrison Fellowships are available from The Malaika Foundation. Deadline is April 1, 2008.

Nebraska Symposium on Opening Your Classroom to the World, [where?], March 2008

Teachers and administrators are invited to attend the Spring 2008 symposium on Opening Your Classroom to the World. This two-day symposium provides an opportunity to learn new approaches to adding a global dimension to classrooms and receiving educational materials to facilitate international learning. Keynote speakers will focus on opportunities for international study and partnerships. The fellowship covers symposium costs, including lodging, food, transport, and coverage for substitute teachers. Applications are available from the Malaika Foundation. Requests are due by February 15, 2008.

Great Decisions Teacher Training Institute, New York City, Summer 2008

Co-sponsored by the Foreign Policy Association and New York University's Center for Global Affairs, the institute brings together high school educators from the United States to gain a well-informed perspective on international affairs and to help acquire tools for teaching about the world. Applications are available from the Malaika Foundation. Deadline is May 16, 2008.



Initiating International Education Curriculum in Nebraska

Nebraska is initiating the process of addressing the need to internationalize its students. So far Nebraska has developed K-12 foreign language standards. The State Department of Education with help from the Malaika Foundation is working on a plan to form the Nebraska Council for International Education. It will be an advisory and advocate group for the creation of international education curriculum and international outreach of Nebraska classrooms.

The Malaika Foundation

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